

Minutes of November 28, 2016 faculty meeting
Respectfully submitted by Amy Spivey, Faculty Secretary for 2016-2017

I. Call to order

Faculty Senate Chair Alisa Kessel called the meeting to order at 4:02 p.m.

II. Approval of the minutes of October 10, 2016

M/S/P to approve the minutes without correction or comment.

III. Questions regarding reports from the President, Academic Vice President and Chair of the Faculty Senate

For President Crawford – No questions.

For Kris Bartanen – No questions. Dean Bartanen announced that on March 24 classes will be cancelled for President Crawford's inauguration.

The United Methodist Church invited the university to give an award for teaching. The president's teaching award this year went to Gerard Morris, and he accepted a certificate for the award.

There were no questions for Alisa Kessel about her report.

IV. Second reading of proposed Faculty Bylaws change from Curriculum Committee

Elise Richman, Curriculum Committee chair, brought a motion to amend the *Faculty Bylaws* (shown in Appendix E). The motion was previously read at the October 10 meeting. She explained the rationale for changing departmental curriculum reviews from 5 years to every 7 years by saying that the change seemed reasonable and the 7-year time frame did not seem too long.)

Motion M/S/P unanimously.

V. Update on the Curriculum Committee (CC) charge regarding equalizing the length of the fall and spring semesters

Elise Richman, as chair of the CC, provided an update to the CC activities related to the CC charge from the Faculty Senate to "investigate and report on potential impacts and opportunities of Options A and B identified by the CC last year to equalize teaching days in the Fall and Spring semesters." The CC is in the process of meeting with Facilities, Student Life, Kate Cohn, and the Staff Senate to gain understanding of the potential consequences of the different options. Option A is to end semester a week earlier. Option B is to begin one week earlier and end two weeks earlier. Option D has been revived, and involves interspersing days off throughout the semester. This might give a chance for student symposia and experiential learning opportunities.

Questions –

Barry Goldstein – What about Option C (beginning a week later)?

Elise said that the working group thought the winter break was long enough, and that there didn't seem to be many pros to Option C. Also there was some concern about it being difficult to hold Martin Luther King, Jr., Day events on campus if we started later.

Amy Spivey- What about aligning days off in Option C with holidays in the public school schedule?

Elise said that they hadn't considered that yet.

VI. Motion concerning a public affirmation of the university's core values of non-discrimination and inclusion (George Tomlin)

George Tomlin made the motion shown in Appendix F, and distributed paper copies. The motion was seconded.

Tomlin explained: I am bringing this motion because he wants to be proactive and preventative and to express publicly our aspirations. We want to set an example with this public affirmation for our community and its political leaders. It should not be viewed as a criticism of President Crawford or Dean Bartanen. I want to put this forward to deter attempts to undermine human rights and to remind the public of our commitment to diversity and inclusion for all. As to cost, I don't see this as incurring any more cost than the usual marketing and communication. Another cost might be the blowback from people who disagree, but we should be willing to take that on. As a university community, we missed an opportunity to do this 74 years ago and should not miss it this time.

Bill Breitenbach asked a question about the document being discussed. Tomlin clarified.

Brad Dillman – I support this motion although I suggest that the way it is worded might suggest that we only have three core values. Perhaps it could be changed to “particularly” so that it could be more inclusive. For example, one of our core values is “civil discourse and deliberation”, which is important now.

Made a friendly amendment (seconded by Bill Haltom), shown in red italics in Appendix G.

Discussion of the amendment – None.

The vote to accept the amendment passed unanimously.

Sara Protasi - Clarified that the first line of the motion is what we are affirming and the second part is the implementation?

George Tomlin – Yes.

Renee Houston – All of the other core values have a label. Where does this one fit?

George Tomlin – My thought was that this motion would not include it in the list of core values.

Ariela Tubert asked about the diversity core value and what George meant. Tomlin pointed to the Diversity and Inclusion Vision as well as the Diversity core value category.

There was a vote, and the motion passed unanimously.

VII. Motion to make Puget Sound a sanctuary campus (see Appendix G)

Monica DeHart brought the motion, and it was seconded. Hard copies of the motion were distributed. She brought the motion in response to the results of the election and threats by the President-elect related to immigration. In particular, this is related to the threat that DACA (Deferred action for childhood arrival), originally enacted by President Obama, will be revoked. DACA is an executive order which enables youth who were brought to the United States without documentation before they were 16 years old (and prior to 2010) a renewable, two-year work permit and temporary exemption from deportation. Revocation would immediately put approximately 700,000 students nationwide at risk. It would revoke their ability to work and possibly remove federal financial aid as well as increase the threat of deportation. Their addresses are in the system. The President-elect might also increase the size of the deportation enforcement force to enact the deportation of 2-3 million undocumented migrants, which would put a number of our community members possibly under threat of deportation.

Monica DeHart - We put together this petition, which is similar to those that have been developed at a number of other campuses of different types. It contained 1087 signatures when presented to President Crawford and Dean Bartanen. We sought to align ourselves with other universities and cities that are taking a stance against these possible events. They include Reed, the California State system, Portland State University, Pacific Lutheran University, and Lewis & Clark College, among others.

We felt like there was a moral imperative to form a sanctuary campus. The invocation of a sanctuary campus builds on the sanctuary movement that started in the 1980s and 1990s in churches to shield central American refugees. Locally it's an important step because we owe it to our students to commit our good faith and accountability by providing protection of their ability to keep studying. We want to enable inclusiveness.

I was pleased to see President Crawford affirming the importance of DACA by signing onto the article in *Inside Higher Ed*. To echo George Tomlin, we want to make sure that we are not participating in complicity in removal of students from our campus like we did in 1942. When those Japanese students who had been interned were presented with honorary degrees, President Thomas commented that each of those students represented "a life and an education interrupted."

We have tweaked the language to bring things in line with conversations with Security and Student Financial Services. Item iii was changed in response to these conversations. Item iv is about financial aid that students might lose. This might involve trade-offs. It's a "wild and woolly" world, and we are speculating about the results of this, but we will see what happens. Even though the idea of a sanctuary campus doesn't have a precise legal definition, we should do this because it's an important stance. We already honor privacy of our students through FERPA.

Discussion of the motion

Barry Goldstein – Do we know how many students might be affected by this? What about coordinating with community partners?

Monica DeHart – There has been some reluctance to make students feel more vulnerable by putting out numbers of students. I think it is a very small number. If we put it in comparison

with the Tacoma Public Schools initiative, there are about 25 students participating in that. We can compare it to that.

John Hansen – I support the motion. However, we are calling on certain members of our community to potentially violate laws, and there might be punitive actions against them. I am hesitant to say that others should take that risk, even if I might be willing to do that.

Nancy Bristow – I have been thinking of this as doing the opposite, because then it is university policy. An individual would be able to reference university policy rather than having individuals having to say no to outside authorities when requests for information, etc., come.

Monica Dehart – We have been trying to identify groups of staff members that might be impacted.

Tiffany Macbain – Number iii feels like a hollow promise. I take your point about this being a first step, but ultimately we can't really prevent that from happening.

Peter Wimberger – If the faculty supports this, what are the next steps?

Monica DeHart – I point again to the language. We are requesting that the Board of Trustees, the President, and Academic Vice President move in the direction of becoming a Sanctuary Campus.

Noah Lumbantobing – I am curious about the institutional commitment to obstruction. To what degree is the institution willing to obstruct? How are we going to physically protect the student body?

President Isiaah Crawford – This is another example of when it is an honor to serve in this community. (He thanked the community and Monica and others for bringing forward the motion and the petition.)

President Isiaah Crawford - There are some things I want to offer in response to the questions that have been asked. This is sensitive because we are not sure how the President-elect is going to move forward. We are signatories on a letter by the President at Pomona College that called on the nation's leaders to sustain and expand the reach of DACA and to engage higher education in that and in pursuing that strategy. There is strong university support [for the idea of being a sanctuary campus]. Simultaneously, we have about \$39 million of federal financial aid that supports our students and science grants, etc., that could be at risk if we don't follow the law of the land. We will get legal advice about honoring legal documents like warrants and subpoenas and what those will mean. We will be talking with the Trustees about this. There are some places that are trying to put policies into place that would make institutions sanctuaries but without using that particular term. We also want to look at community partners that might be able to provide this kind of sanctuary and be a resource to our students who might be at risk. We are going to look carefully at this. It's such an ambiguous circumstance that is before us.

Monica DeHart – We are clear about the potential of this, and it's all very speculative. We don't know about the punitive responses to cities and campuses that invoke sanctuary status. We want to be part of a critical mass of campuses and cities that invoke this.

Ariela Tubert – I want to add that in addition I think there is an immediate effect of something like this for students who are feeling at risk and feeling the uncertainty of the future. Maybe they aren't sure about coming back in the spring, for example. There will be an immediate effect for them.

Monica DeHart – We did consult with a number of students who would be affected by this policy. We wanted to make sure that they supported it. If individual faculty members want to

throw themselves down in front of police, that's their choice. But we can also have an institutional policy.

Alva Butcher – What if a member of the Registrar's Office felt like they needed to comply with the federal government even though this is university policy?

Dean Bartanen commented on the question.

President Isiaah Crawford – If it were the law of the land, a warrant, or a subpoena, then individuals would be put in the situation of not complying with the law. That makes things complicated. Alva's question is a good one and a prudent one. We don't want to put people in a legal or personal bind.

Sara Freeman – I am going to play this out like a scenario. It seems to me that if we pass this, it allows us to create a training module for staff members and make contingencies for people who might object to what they might be asked to do. Let's imagine that someone is marching through the basement of Jones and asks a student to comply with a legal order. If we work in advance, we can plan for some of these contingencies. We have to have a script for it.

Sara Protasi – It seems like other cases where faculty might be uncomfortable about sticking to university policy (like enforcing privacy laws when parents ask about grades).

Leslie Saucedo – Why does the university have to have that information available? Why does the university need to have the information about whether people are documented or undocumented?

Monica DeHart – A lot of this falls under FERPA already.

Ariela Tubert – I understand that students who are under DACA have already had to register that they are here. It is more likely to be a security scenario than a Registrar's Office scenario.

Robin Jacobsen – I am realizing how complicated this is. I feel like this motion is about affirming the principles.

Nancy Bristow – I confirm what Robin just said. We don't know what will happen. Between now and the inauguration in mid-January, a number of our students will be making decisions about whether to be with us next term. I support the resolution to send a message to confirm to those students that we are going to do what we can do to support them. Besides the case of 1942, there have been other times in US history when the federal government has deported lots of people when they were seen as not useful any more. We need to make a statement on this question at this moment. I would love to see us publicly affirm our position.

President Isiaah Crawford – I have another question related to our deliberations. What do you think about the upholding of the principles versus the use of the term "sanctuary campus"? How essential is that designated term versus doing all of the essential elements that would make the campus safer for students at risk? I am thinking about the things that we can do. We want to be able to actually uphold what we say. I am concerned about making a promise we cannot keep.

Monica DeHart – To understand, making a promise we cannot keep? Does "sanctuary campus" mean something different to you compared to these ideas?

President Isiaah Crawford – Item iii uses "guarantee", which we might not be able to do. "Sanctuary campus" might be a charged term that might trigger actions of the [federal] Administration.

Suzanne Holland – Are you asking for a response?

President Isiaah Crawford – Yes. I would like to get a sense of that.

Suzanne Holland – I think you as the head of the university are in a difficult situation. I have thought a lot about this lately. I feel like it's similar to Marth Luther King, "An unjust law is no

law at all.” I think it’s a moral wrong. It’s important to resist a moral wrong. I think it calls for an extreme position. It calls for joining forces with other institutions.

David Sousa – I want to support what Suzanne said about joining with other institutions in the label, if that is what is necessary. We have relatively small numbers, and others have many more students in this situation.

Ariela Tubert – I do want to support what they said as well, but in my conversations with students, the phrase “sanctuary campus” means something to them. They understand it. A bunch of vague actions have less meaning. I don’t think it will be taken as a promise.

Barry Goldstein – In support of what has just been said, we should label it if we are doing it. The title will have more impact. Separately, in terms of institutions having skin in the game, there are potential financial implications. However, if there is a real consortium of institutions, maybe others might come to our aid? Stanford? (Laughter.) Commitment comes down to having “skin in the game”, which usually comes down to money. That’s getting more serious than some institutions want to do. We might have to come to the aid of some other school.

Brendan Lanctot – In early 2008, I was on an Amtrak train and watched ICE agents remove a Hispanic family in the snow. It’s not just part of a historical arc. We are speaking to a current deportation regimen that has been clarified by our President-elect. We are speaking about a deportation process that has been happening under President Obama just as it might happen under President-elect Trump. I want to call this a sanctuary campus.

Elise Richman – There is a real power in having a clear label and unambiguous wording. It’s clear to students and to colleagues at other institutions. The name of it really matters.

Peter Wimberger – Names do matter, and mapping spaces matters. Calling ourselves a sanctuary campus doesn’t clearly define the policies, and I don’t think it would make a promise we can’t keep.

Monica DeHart – This includes both university campuses and cities that are calling themselves “sanctuary campuses”.

Amy Spivey - I disagree with Ariela that students won’t take the terms “sanctuary campus” as a promise. Students will feel like that means “I am safe here and nothing will happen to me.”

Steven Neshyba – I have a question. My impression is that a university doesn’t get subpoenaed to produce a document, but individuals do. Wouldn’t the individual being asked to comply be able to say yes or no, and live with the consequences?

Dean Kris Bartanen – The university can be subpoenaed. It has happened before. We have to consult legal counsel when it happens. It is complex. There are some important values. I need to abstain [from this vote] as a faculty member and an officer of this university, until we have a chance to work on this and implement the values.

Steven Neshyba – Is it the impression of the body that if the university is subpoenaed and we agree that we don’t want to provide the document, is the language of the resolution that we will not?

Alissa Kessel – This resolution makes a request of the bodies (President, Board of Trustees, etc.), not more.

John Lear – I heartily endorse the motion and move to call the question.

Seconded.

The motion passed, with many in favor, none opposed, and 4 abstentions.

IX. The meeting adjourned at 5:24 p.m.

Appendix A – Attendance list

Faculty members

Kris Bartanen
Bill Beardsley
Francoise Belot
Bill Breitenbach
Nancy Bristow
Nick Brody
Gwynne Brown
Dan Burgard
Alva Butcher
Jo Crane
Isiaah Crawford
Monica DeHart
Alyce DeMarais
Rachel DeMotts
Brad Dillman
George Erving
Sara Freeman
Megan Gessel
Barry Goldstein
Bill Haltom
Fred Hamel
John Hanson
Mark Harpring
Suzanne Holland
Renee Houston
Martin Jackson
Robin Jacobson
Priti Joshi
Diane Kelley
Chris Kendall
Alisa Kessel
Jung Kim
Kriszta Kotsis
Alan Krause
Sunil Kukreja
Brendan Lanctot
John Lear
Pierre Ly
Tiffany MacBain
Jeff Matthews
Gary McCall
Amanda Mifflin
Steven Neshyba

Susan Owen
Mike Pohl
Sara Protasi
Andy Rex
Elise Richman
Steve Rodgers
Amy Ryken
Leslie Saucedo
Renee Simms
Stuart Smithers
David Sousa
Amy Spivey
Courtney Thatcher
George Tomlin
Ariela Tubert
Jennifer Utrata
Keith Ward
Stacey Weiss
Linda Williams
Peter Wimberger

Guests

Kate Cohn
Noah Lumbantobing
Laura Specker Sullivan
Brad Tomhave
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty

November 17, 2016

Recent events on campus and in the wider world have called upon us to reaffirm our commitment as a community to the principles of free expression and the full, open and civil discussion of ideas. Faculty members are models of this commitment, and your work in engaging our students in dialogue on this and other issues both in and out of the classroom is at the very heart of our mission as a liberal arts college.

Many of you were in attendance at the campus-wide forum held on November 9, prompted by one of the most acrimonious and contentious presidential elections in our nation's history. I would especially like to express appreciation to the faculty members involved in planning and presenting at this standing-room-only event, and who ensured that our panel would speak to both conservative and liberal viewpoints on the election and our next steps as a nation. This is a major moment in the country, and our campus should be a place—indeed, must be a place—where we can talk about these issues.

Following is a brief overview of other activities in which I have been engaged over the past several weeks.

Listening sessions. In October I began my listening tour of campus, including meetings with faculty, staff, and student colleagues. To date I have met with academic department faculty and support staff in McIntyre Hall, members of the Office of the Associate Deans, Academic Vice President's Office, International Programs, Institutional Research, and the Resident Students Association. I look forward to meeting with other departments soon.

On the road. I continue to meet with leaders of various organizations throughout Tacoma, and have met with alumni chapters, parents, foundations, and other friends of the university in Seattle, New York, and Washington D.C. Before the end of the semester, I will also travel to Los Angeles and San Francisco. In January I will represent Puget Sound at The Council of Independent Colleges Presidents Institute, and meet with friends of Puget Sound in the Denver area.

Emergency planning. Last month I participated in a disaster response and recovery event for senior higher education leaders hosted by the Pierce County Department of Emergency Management. I was joined by colleagues from Puget Sound's departments of security, communications, and finance and administration teams, and presidents and other representatives from colleges throughout Pierce County. This was a very informative session during which I learned, among other things, that the Pierce County Emergency Operations Center is a major Federal Emergency Management Agency (FEMA)

responder site. In addition to the fine work that is being done by our campus emergency response teams, it is reassuring to know that our region is a national leader and has significant resources available to support our campus community if needed.

Budget Task Force. The annual participatory process of budget planning for the coming year (FY'18) is underway. I look forward to receiving the recommendations of the task force next month.

Vice President for Enrollment. Laura Martin-Fedich will join Puget Sound on January 17 as vice president for enrollment. Laura currently serves as vice president for enrollment and dean of admission and financial aid for Agnes Scott College. We look forward to welcoming her to campus, and express appreciation to Christine Mica for so ably serving in the interim role this fall. More information about the appointment is available at <http://www.pugetsound.edu/news-and-events/campus-news/details/1520/>.

I look forward to seeing you at the November 28 faculty meeting, and responding to any questions you may have.

A handwritten signature in black ink, appearing to read "Isiaah", written in a cursive style.

Isiaah Crawford
President

Appendix C – Report from Academic Vice President Kris Bartanen



November 18, 2016

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Academic Vice President's Report to the November 28 Faculty Meeting

March 24, 2017: Inauguration Day for President Crawford. **Classes will be cancelled** to enable the campus community to participate in a day of events, including emphasis on student work and achievements as well as the inaugural convocation. Please plan your Spring 2017 syllabi accordingly.

January 10, 2017: Save the date for participation in a full-day staff and faculty professional development conference event focused on "Building Cultural Literacy in the Workplace." Keynote speaker Dr. Shakti Butler will continue her work through facilitated morning and afternoon workshops to which all are invited. Please support staff members in your areas to participate in this professional development opportunity. In preparation, you may view the film "Cracking the Codes" on December 16, 1-3 p.m., Murray Boardroom, or by accessing the film [here](#). If your department or program wishes to arrange for a facilitated film-discussion, contact Mary Clements in the Office of Diversity and Inclusion.

Academic Staff Updates:

- Thank you for welcoming **Kelli Delaney** as Associate Director of Fellowships and Academic Advising, and **Kate Cohn** as Assistant Academic Dean for Operations and Technology.
- **Registrar Brad Tomhave and Associate Registrar Lori Blake** will retire in June 2017. We will launch a **search for Registrar** in early Spring, and we are in the process of assessing appropriate reorganization and/or search needs in the Office of the Registrar.
- Director of Institutional Research and Retention Coordinator Ellen Peters is considering potential reorganization and preparing for a **search in OIR** that fits contemporary needs of that office.
- Landon Wade is considering potential reorganization and an appropriate **search in Academic Advising** that fits contemporary needs that office.

Academic Leadership Updates:

- Professor of Education **Amy Ryken** has accepted appointment as Dean of Education, effective January 1, 2017, in light of **John Woodward's** planned retirement in December.
- Associate Professor of Business and Leadership **Lynnette Claire** will be the next Director of the School of Business and Leadership, effective July 1, 2017. Pending a current evaluation,

Assistant Professor **Alan Krause** will become the next Director of the Business Leadership Program, effective January 1, 2018.

Posse Update: Thank you to colleagues who met with Posse Foundation Bay Area Director Leroy Foster and Program Director Farah Elakhaoui. The visit went very well. Associate Professor of International Political Economy **Emelie Peine** has been selected as faculty mentor for the 2017 Posse cohort, a two-year role; the student selection process will take place on December 1-2 in the Bay Area.

Study Abroad Work Group Update: “SAWG II” has submitted its progress report, having met five times this fall. Colleagues have been doing good work on Charge #1: *Based in a comprehensive and representative environmental scan of peer institutions and any relevant literature, recommend potential study abroad financial aid policies within (a) existing institutional discount rate and (b) existing instructional budget for study abroad.* As SAWG II continues work to complete its charges later this year, please continue to be clear with students that Puget Sound scholarship aid (whatever the name of the scholarship) that meets demonstrated financial need is available for study abroad. **Any and all students who are confused should be strongly encouraged to meet with their Student Financial Services counselor** so they are not making decisions on inaccurate information.

Kudos:

- To Renee Houston, Alisa Kessel and Sunil Kukreja for stepping up to organize the November 9 campus forum, and to Dexter Gordon, Suzanne Holland, Robin Jacobsen, Chris Kendall, Mike Spivey, and Heather White for their thoughtful preparation and articulate discussion.
- To faculty and staff who volunteered to host open conversation hours at the Student Diversity Center and Social Justice Center on November 15-21.
- To Roger Allen for a standing room only Register Lecture on November 10.
- To Erin Colbert-White and America Chambers for hosting and sharing their research at the “Visible Spectrum” event on Sunday, November 6, to highlight research and career opportunities for underrepresented students in STEM fields.
- To Julie Christoph and the CWLT team who hosted the National Conference on Peer Tutoring in Writing, November 4-6.
- To Amanda Mifflin, Steven Neshyba, and Eric Scharrer for submitting four NSF grant proposals in a single three-day period!
- To Gareth Barkin, for organizing the successful Luce Initiative in Southeast Asia Symposium on October 29-29, which welcomed campus, NW5C, and community participants.
- To Andrew Gomez, Mellon postdoctoral fellow, who has been successfully hired to the tenure-line faculty in History for 2017-18 through the faculty opportunity hire policy.
- To all who hosted sessions and visitors on the November 11 Discover Puget Sound Day, with a special recognition of School of Music faculty for the successful “Music Day” component, as well as those who hosted sessions and visitors for Homecoming and Family Weekend.
- To Collins Library for preparing to launch a one-year pilot for **all-campus access to *The New York Times*** website, through the Orbis Cascade alliance (details forthcoming).
- To all who are doing terrific work that I have failed to mention.

In these challenging days: Some have asked for more guidance on how to address supportively issues with which students and colleagues are struggling. Here are a few thoughts:

- Our sense of community rests on our values; attached are some foundation points in that regard. Particularly important: the balance of freedom of expression and freedom from fear.
- **We have processes for reporting incidents of harassment, bias, hate or other concerns and we do follow-up;** see the 2015-16 Harassment Officers Report at: <http://www.pugetsound.edu/files/resources/hro-2015-161.pdf>.
- Here is a description of the sexual misconduct process: <http://www.pugetsound.edu/sexual-misconduct-resource-center/response/student-conduct-process/>
- Here is a description of the student conduct process: <http://www.pugetsound.edu/search/?q=conduct+process>
- Also attached is a list of reporting officers as well as reminders of support resources.
- Puget Sound has officially partnered with **It's On Us**, a national public campaign aimed at creating safe campuses by changing the culture surrounding campus sexual assault.
- Faculty members can also remind students that their advisors can be a resource to them; we are leaving it to students affected by the November 11 flyers to reach out to their **faculty advisors**, at their discretion. To do otherwise would raise issues of confidentiality.
- Students listed on the flyer who met with Dean of Students Mike Segawa on Friday, November 11 requested that the matter not be further discussed in classes; Mike and I both understand that faculty will make their own choices in this regard.
- If you host class or department discussions on aftermath of the 2016 elections, please be cognizant of the full range of political beliefs, faith traditions, and other perspectives on our campus.

Please encourage students to go to classes and to pre-register for Spring 2017, if they have not already done so. Students are not well-served by falling off in their academic work or going home for Winter Break without a workable schedule. We are currently in the open registration period, so students can continue to pre-register and make adjustments to their schedules for Spring; they can also register for Summer Session. Academic Advising and the Office of the Registrar are following up with what appears to be a modestly larger set of students who did not pre-register during the events of election week. **Each of us can make a difference in student retention, well-being, and successful persistence to graduation.**

You have skills that will serve well in the coming weeks, such as:

- Good, empathetic listening abilities.
- Ability to recognize that some are going through a grieving process, particularly those for whom this was a first voting election, about which they felt passionate; others are afraid to identify as supporters of the president-elect.
- Ability to provide some historical context for those who are expressing fear of a new administration: We live in a constitutional democracy, which entails change of government through a peaceful process. That system has checks and balances, and democracy has room for reasoned dissent.

- Suggest resources, of which I offer a couple of examples:
 - The Race/Related newsletter, available free from the *New York Times*. The November 13 issue focuses on conversations with white Trump voters to ask them to respond to worries voiced by people of color, in the interest of offering “some insight at a time when many readers are hungry for dialogue and understanding across racial and political lines.”
 - “A 12-Step Program for Traumatized Voters,” by columnist Nicholas Kristof (November 17, 2016) or comparable pieces from a range of perspectives.
- As a small but important act of community-building, as busy as we all are, invite a colleague and/or student(s) to participate in one of the more than 25 events in the closing weeks of the semester: various Puget Sound music groups’ concerts, Kittredge and Library art exhibits, Peking Opera and theatre scenes, swim meet and basketball games, Organ at Noon with sing-along, harpists in the Library, Latino Studies lecture series on immigration, Art+Science session on burning man, Festival of Lessons & Carols and celebrations in other faith traditions in our community, the embroidery residency, and Courageous Conversations. All details are on the master [calendar](#).

On Sunday, November 6, I was lucky to be able again to hear Dr. Beverly Daniel Tatum, president emerita of Spelman College speak. If you have her award-winning book on your shelf, *Why Are All the Black Kids Sitting Together in the Cafeteria? and other Conversations About Race* I encourage you to (re)read pages 203-206, entitled "Finding Courage for Social Change." My favorite quotation from her work: "Sometimes I feel overwhelmed, too. The antidote I have found is to focus on my own sphere of influence. I can't fix everything, but some things are within my control. While many people experience themselves as powerless, everyone has some sphere of influence in which they can work for change, even if it is just in their own personal network of family and friends. Ask yourself, 'Whose lives do I affect and how? What power and authority do I wield in the world? What meetings do I attend? Who do I talk to in the course of a day?' Identify your strengths and use them."

Each of our circles of influence is where we will stand up to misogyny and all the -isms, express and live out our values, learn and speak truth, (re)claim argumentation supported by evidence, make mistakes and become better at conversation across difference, build coalitions, and make change. We can acknowledge the magnitude of work left to do on and beyond our own campus without allowing students or colleagues to fall into paralyzing discourses of failure, deficit, or terror.

Thank you for all that you have done and are doing to support strong educational achievement by our students, to work through tough questions, and to foster an inclusive campus community.

Appendix D –
Report to Faculty from Faculty Senate Chair Alisa Kessel
18 November 2016

Thanks to all of you for your good work in service to the university. The standing committees have been hard at work in October and November. The Senate has also been hard at work and has considered the following issues and taken the following actions since the last faculty meeting:

Common period

The faculty approved a 90-minute common period at the October 10th faculty meeting. In response to faculty concerns about implementation of the common period, the Faculty Senate has formed two committees: one to work on how best to use the common period toward the goals articulated in the faculty meeting (such as community-wide events) and one to create a plan for review of the common period, including its impact on student accessibility to courses and on enrollments in majors, minors, and programs.

Ad hoc committee re: Title IX compliance of the Code:

The committee to assess Title IX compliance of the Faculty Code is: Megan Gessel (Student Life Committee representative), Poppy Fry (Sexual and Gender Violence Committee representative), and Amanda Mifflin (Professional Standards Committee representative).

Discussion of draft Campus Animal Control Policy

The Faculty Senate discussed a draft of the Campus Animal Control Policy presented by the Accessibility Working Group. The Senate opted not to endorse the policy at this time, but anticipates further discussion of the policy at a later date.

Faculty Code language regarding promotion to (full) professor

Last year, the Professional Standards Committee (PSC) polled department chairs to determine how departments interpret the Faculty Code language about standards for promotion to the rank of professor. Because there was no consensus, the PSC determined that it should not issue an interpretation of the language. Consequently, the Faculty Senate is considering how best to gain faculty feedback about possible amendment of the Code. In collaboration with Ellen Peters (Office of Institutional Research), we are developing a process for gathering information, which will likely include a poll of the faculty, followed by moderated focus groups (organized by rank). Once we have information about faculty concerns and preferences, we will decide how best to proceed with either amendment or interpretation of the Code.

Work/life balance issues

The Faculty Senate is responding to faculty concerns about work load and work/life balance. A committee has been formed to gather data, which it will bring back to the Senate for consideration.

The Senate's last meeting of the semester is December 5, 2016.

Kind regards,

Alisa Kessel
Faculty Senate Chair
Associate Professor and Chair, Politics & Government

Appendix E - Motion to amend Section 6.B.b.6 of the *Faculty Bylaws* (brought by the Curriculum Committee)

Original language:

review the curriculum of each department, school, or program at least once every five years.

Proposed amended language:

review the curriculum of each department, school, or program at least once every seven years.

Appendix F – Motion brought by George Tomlin

MOTION

The faculty of the University of Puget Sound supports a proactive, public affirmation of the university's core values, *particularly* of non-discrimination, diversity, and inclusion.

Such affirmation would be issued in multiple media, both print and electronic.

RATIONALE AND BACKGROUND INFORMATION

University Core Values

We believe in the transformational power of a liberal arts education, where students come first and learning and holistic development is an absolute priority.

Self-Expression

We are committed to articulate and creative self-expression as a means to achieving personal independence and making a difference in the world.

Collegiality

We genuinely respect each other and collaborate with honesty, integrity, and openness for the common good.

Courage

We practice civil discourse and deliberation, and have the courage to address difficult questions with innovative thinking.

Passion

We are passionate about our work and seek to instill in our students a commitment to intellectual curiosity and productive lives.

Diversity

We seek diversity of identity, thought, perspective, and background in our students, faculty, and staff.

Leadership

We prepare our students to be thoughtful and active citizens and leaders, and support opportunities for the professional development of our faculty and staff.

Stewardship

We are responsible stewards of our talents, resources, and traditions.

Environment

The university and the wider community sustain each other. We value our Northwest location and the unique confluence of urban, cultural, and natural attributes that enrich our learning community.

From the Diversity Strategic Plan (2016)

Diversity and Inclusion Vision

We are a campus community that **values the intrinsic worth of its members**, recognizes our shared qualities, and embraces our differences. We make appreciation of all persons a key characteristic of this community, foster a spirit of openness and active engagement, and strive to be diverse and inclusive in every aspect of campus life. In doing so, we ensure a full educational opportunity for all who teach and learn at the University of Puget Sound.

We believe that reflective, thoughtful, and respectful examination of the differing dimensions of diversity educates and empowers all who work and study here to be advocates for inclusion and equity. All members of this community share in cultivating, sustaining, and continuously developing an environment in which equity is intentionally sought and inclusiveness is practiced.

The University of Puget Sound is a powerful example of a community enriched by diversity in all its forms, and by the challenges and rewards that come with diverse representation, thought, and expression.

Diversity includes attention to identity characteristics such as age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language spoken, documentation status, personal appearance and political beliefs. Diversity also includes attention to processes such as design of the curriculum, admissions policies and practices, hiring and retention practices, assessment of performance, budgeting, and any other day-to-day business decisions made within the institution.

(Emphases added.)

Dear colleagues,

We propose today a faculty resolution to make Puget Sound a sanctuary campus. The resolution comes in response to the immigration policies that president-elect Trump has promised to enact upon taking office in January 2017 and our belief that they would have devastating impacts for our campus community. Given Puget Sound's aspiration to serve as a just, diverse, and inclusive campus, we feel a moral imperative to publicly and proactively affirm guiding principles and practices as the foundation for our university's policies going forward. The principles and practices named in the resolution build off of the petition to Make Puget Sound a Campus Sanctuary (attached hereto as an appendix), that was recently circulated and signed by 134 faculty members; however, it includes some slightly revised language that seeks to enhance the clarity and feasibility of the practices proposed by the original petition. While the language of the resolution is open to some amendment, our hope is to pass the resolution so that this set of principles and policies can be in place prior to the inauguration of president-elect Trump, and thus guide university responses to the same.

Resolution to Make Puget Sound a Sanctuary Campus

We, as a group of concerned faculty members, submit the following resolution to the faculty for consideration.

Alarmed by the immigration policies that president-elect Donald Trump has promised to enact upon taking office, including the threat to revoke the Deferred Action for Childhood Arrivals (DACA), the intention to immediately deport as many as two to three million undocumented migrants, and the promise to revoke aid for undocumented students,

And recognizing that these policies would potentially have immediate and severe consequences for individual campus community members, based on their own citizenship status or those of their immediate family members, as well as for our campus as a whole, we

1. Affirm our university's commitment to making education accessible to all students, regardless of citizenship status;

2. Assert the following principle and practices, listed below, as the basis for our response toward prospective Federal immigration policies that would impact members of our campus community,

3. And request that the Board of Trustees, the President, and the Academic Vice President similarly reaffirm the following principles as central to the Puget Sound mission, and commit to the following practices to protect members of our campus community:

- a. Principles
 - i. A commitment to non-discrimination, including equal protection under the law, regardless of national origin or citizenship;
- b. Practices
 - i. Pursue efforts necessary to establish the University of Puget Sound as a sanctuary campus;
 - ii. Guarantee privacy by refusing to release information regarding the immigration status of our students, staff, and community members;
 - iii. Not voluntarily assist or cooperate with Tacoma police, Immigration and Customs Enforcement (ICE), or Border Patrol agents' efforts to remove undocumented persons from our campus solely because of their citizenship status;
 - iv. And commit to meeting financial need for undocumented students, DACA students, or students with undocumented family members who might lose access to financial supports as a result of proposed Federal policies.

Appendix – Petition to Make Puget Sound a Sanctuary Campus

November 21, 2016

University of Puget Sound Board of Trustees Chair Robert Pohlada
President Isiaah Crawford
Academic Vice President Kristine Bartanen

Dear Trustees, President Crawford, and Academic Vice President Bartanen:

As President-elect of the United States, Donald Trump has threatened to take action against undocumented immigrants and their families within his first 100 days of office. He has promised to abolish the Deferred Action for Childhood Immigrants (DACA) program that offers relief from deportation for over 700,000 young people in the United States. He has further pledged to prioritize deportation of the estimated two to three million undocumented immigrants with a criminal record, the majority of whom were convicted of non-violent offenses such as driving under the influence, driving without a license, or broken headlights. These actions will further break families apart, expose individuals and groups to undue harm, and wreak lasting, negative consequences on the physical, psychological, and moral fabric of our communities. Puget Sound has worked to uphold undocumented student rights; however, given the potential threat to the integrity of our community posed by President-elect Trump's proposed policies, concrete action must be taken to safeguard our community members and to demonstrate the kind of inclusive community that Puget Sound seeks to represent.

We faculty, students, staff, and alumni of the University of Puget Sound, along with members of the greater Puget Sound community, write to demand that university make a public and unequivocal pledge to safeguard the rights of our campus community members in the face of these threats and the acts of violence and discrimination that have accompanied them.

Specifically, we urge you to stand with other colleges and universities¹ to begin the process of making our campus a formal sanctuary for undocumented persons, their families and related community members. In particular, we ask that Puget Sound:

- Guarantee privacy by refusing to release information regarding the immigration status of our students, staff, and community members;
- Refuse to comply with immigration authorities regarding deportations and raids, prohibiting Tacoma police, ICE, and Border Patrol agents from removing undocumented persons from our campus.
- Commit to ensuring financial support for undocumented students as well as DACA students or students with undocumented family members who might lose access to federal aid.

Puget Sound declares as its mission a belief in “the intrinsic worth of all who work and study here” and encourages “a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship.” Those principles will be directly threatened by the policies that President-elect Trump has proposed to undertake and the vitriolic environment he has promoted. Making Puget Sound a sanctuary is one concrete action that our university can and must take to support and protect the people in our community who are living in extreme fear and uncertainty. Only in doing so can we demonstrate our commitment to cultivating the diverse, inclusive, and just community to which we aspire.

Signed,

1087 signees (as of the date of this letter)

134 Faculty
418 Students
381 Alumni
86 Greater Puget Sound community
68 Staff

¹ http://www.huffingtonpost.com/entry/colleges-and-universities-should-become-sanctuaries_us_58291be8e4b02b1f5257a57b; <https://www.washingtonpost.com/news/grade-point/wp/2016/11/16/students-demand-their-universities-become-sanctuaries-for-undocumented-immigrants/>